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ABSTRACT

A program for the development and production of basic oral English lessons for the non-English-speaking, Spanish-speaking adults is discussed. This program is conceptualized incorporated animation, choreography, and other entertaining elements coupled with the instructional features of the lessons. Steps were taken to develop a total educational TV package. (Author/CK)

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FINAL REPORT

ABE II

A TOTAL SYSTEM APPROACH ATTACKING THE EDUCATIONAL PROBLEMS OF THE ILLITERATE SPANISH-SURNAMED ADULTS

September 1, 1968 - August 30, 1969

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INTRODUCTION

The Southwestern Cooperative Educational Laboratory has assumed the role as systems manager to develop and produce components for a prototype instructional package that will attack problems common to the undereducated and illiterate Spanish-speaking adult. The development, production, evaluation, and dissemination of this instructional package has been promoted over a multi-state region, with the Southwestern Cooperative Educational Laboratory serving as the current institutional base. In this sense, the Laboratory has acted to identify and enlist the cooperative efforts, on a subcontractual basis of various agencies and institutions in the total undertaking.

One of the first major thrusts has been the development and production of basic oral English lessons for the non-English speaking, Spanish-speaking adults. In September 1967 under a grant from USOE a regional television project was undertaken under the direction of the Southwestern Cooperative Educational Laboratory, with the cooperation of the University of Arizona, College of Education and Radio-TV Bureau to develop a television series which would arouse and maintain the interest of the undereducated adult learner. The University of Arizona conceptualized the development of such a program, which would incorporate animation, choreography, and other entertaining elements coupled with the instructional features of the lessons.

In addition to the University of Arizona, the Arizona State Department of Public Instruction, the California State Department of Education

and the University of Colorado were enlisted to develop a total educational TV package. (Refer to Report A - University of Arizona Video Tapes)

The regional Educational Television Project underwent some dramatic changes the second year. A series of events literally changed the direction of the entire project.

Under the direction of Dr. James L. Olivero, SWCEL Director, the Laboratory expanded its philosophy to include a total systems approach to attacking the problems of the undereducated Mexican American adult. (See Figure 1.)

To ensure Chicano input in planning and development, Dr. Olivero enlisted as Laboratory staff the services of Dr. Atilano Valencia, a very capable research analyst from Stanford University; Mr. Felipe C. Gonzales, whose background included extensive experience in ABE and vocational education; and Mr. Lenin Juarez a very capable young man whose speciality was community development.

Steps were taken to develop the newly appointed steering committee into a viable mechanism for input and direction of the second phase of the ABE project. (Refer to Report B - Steering Committee)

A conference of top Adult Basic Education leaders was held in Albuquerque, New Mexico on July 29-30, 1969. From this conference evolved some of the present instructional elements and related activities associated with video tape institutions. Among them were the development of paper and pencil materials (Refer to Report C - Paper and Pencil Materials), a delivery system for the video tape paper and pencil instructional package (Refer to Report D - Delivery System), and an

active ABE Clearinghouse (Refer to Report E - Clearinghouse) specifically for materials relating to the Mexican American.

Further the ABE Conference proposed the introduction of training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs. Consequently the Proteus Adult Training Center in Visalia, California, was enlisted by the Laboratory to explore and develop teaching protocols and learning materials relevant to the Spanish-speaking adult learner (Refer to Report F - Proteus Project).

In addition the SWCEL supported the development and implementation of Adult Basic instruction and vocational education via mobile vans undertaken by the Educational Service Center (Title III) in Estancia and Mountainair, New Mexico (Refer to Report G - Mobile Unit).

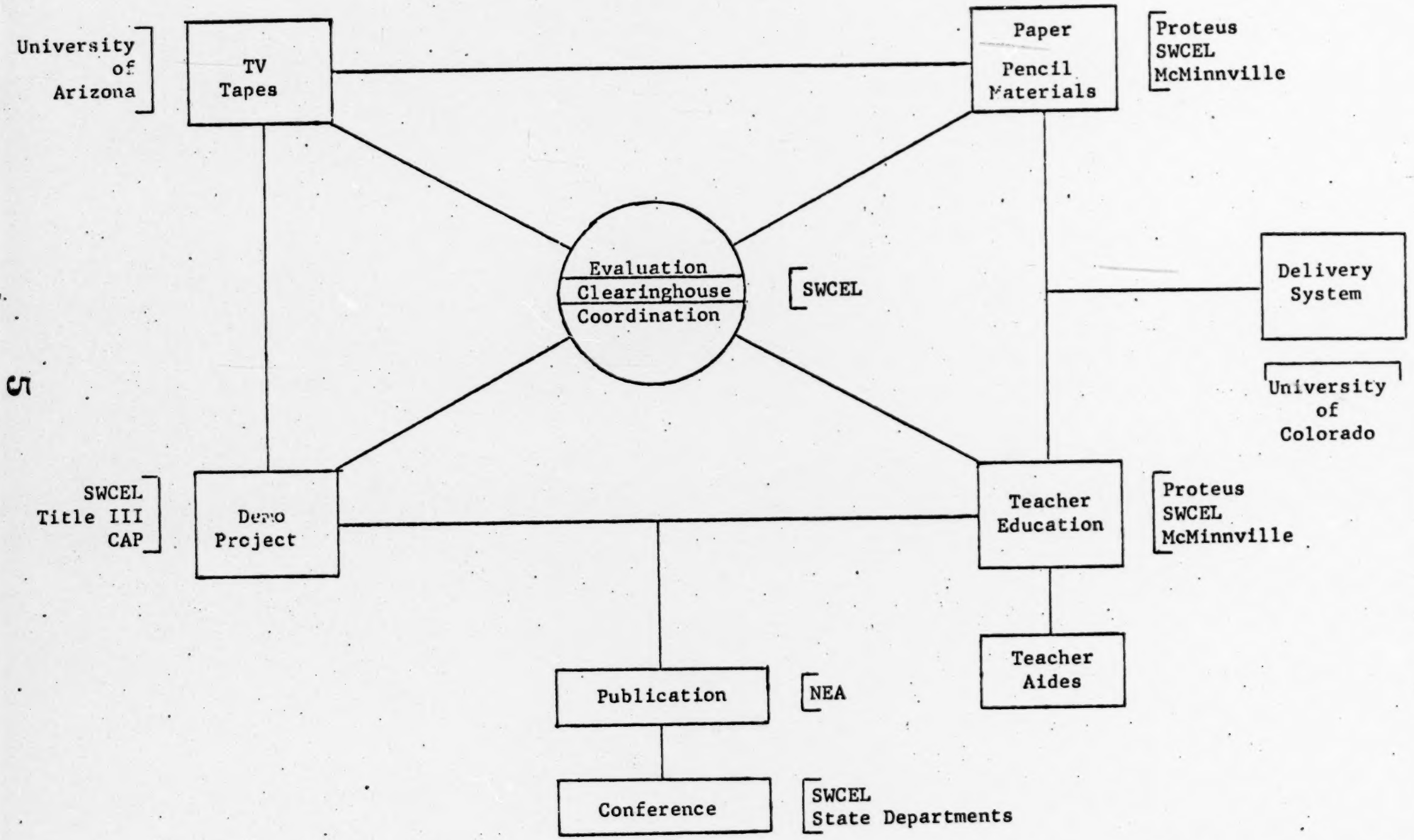
The University of Arizona TV tape portion of the SWCEL ABE package also took a new direction during Phase II. At the end of the project year attention was shifted to quality production of the video tapes to increase their instructional effectiveness. Because revision was to be the primary thrust for 68-69 the directorship of the project was shifted from one of co-directorship (Dr. Danielson, College of Education and Mr. Frank Barreca, had been directors) to the directorship of Mr. Frank Barreca.

The Laboratory, however, not wanting to lose the expertise of the College of Education enlisted the college to develop a course curriculum in the College of Education specifically for ABE educators (Refer to Report H - Resource Person).

These program sketches have described briefly the Laboratory's ABE endeavors for the project year August, 1968 - September, 1969.

DIAGRAM 1

Parameters of Inter-Agency Cooperation



UNIVERSITY OF ARIZONA

Radio-TV Bureau

The video tape development project begun in September of 1967 and continued through August of 1968 produced 10 pilot video tapes. All 10 tapes, however, were to be revised to improve technical quality and linguistic content.

To insure that the tapes were taking the right direction (teaching approach) a small field testing project was conducted by the University of Arizona (KUAT-TV) during the fall of 1968. A series of viewings was held at the Liberty School and Immaculate Heart Academy in Tucson, Arizona, and at Adult Education Classes in Nogales, Arizona, to determine the responses of Mexican American audiences to the first tapes of the EMPLEEN INGLES: USE ENGLISH series prepared by KUAT-TV. The consensus toward such viewings was that it would enable those preparing future tapes in the series to work with a clearer insight into the needs and desires of the Mexican Americans needing English instruction, as well as to provide some information as to precisely which elements of the tapes actually did the most effective teaching job. The total number of people surveyed was 95, distributed as follows: Liberty school, 34; Immaculate Heart Academy, 481; and Nogales Adult Class, 13. The test was conducted in two parts, both administered in Spanish. Part one consisted of multiple choice questions while part two was a true-false survey with a no se (not certain, I don't know) item included with each statement. The results of the evaluation showed very strong support for the use of Mrs. Mora, three Aniforms, cartoon segments, and the drill techniques employed. The one negative response was

concerning the pacing of the tapes. It was a well taken criticism which led to the subsequent "tightening up" of the programs.

In order to further examine the video tape methodology a consultative evaluative conference was held in Tucson on November 7 and 8, 1968 to permit assessment of the tape series by professional linguists, television people, psychologists, sociologists and teachers. Seven tapes were reviewed, two in color and five in black and white. At the end of the session the consultants submitted written and oral reports stating their views, opinions, criticism and judgments based on their specialized backgrounds (Refer to Appendix 1_a).

From information gathered at the Tucson meeting November 7 and 8, 1968 further refinement of both pedagogical and production rationale continued.

The production plan for the University of Arizona was the completion of 15 video tapes by June of 1969 with, five revised tapes to be finished by February, 1969. This plan would assure the availability of the first five video tapes for field testing early in 1969. The principal objective in the field testing scheme to be conducted by SWCEL was to ascertain the instructional effectiveness of the tapes in terms of behavioral objectives incorporated in the lessons.

During December of 1968 and January 1969 a committee was selected by the Laboratory to construct and pilot test an instrument for use in the field testing program. The committee was composed of Dr. Guido Capponi (University of Arizona), Edward Casavantes, Felipe Gonzales, Lenin Juarez, and Dr. Atilano Valencia all of SWCEL, and Dr. Horacio Ulibarri (University of New Mexico).

A pilot test to ascertain the relevancy and effectiveness of the instrument among non-English speaking Spanish-speaking adults was undertaken by the Laboratory in January, 1969.

From this pilot test information on items which appeared irrelevant or unclear to the adult learner were revised or deleted. The scoring scale was revised to facilitate administering and scoring of the test. Thus pilot testing of the instrument proved to be a highly important preliminary phase of the field testing program.

The Laboratory, under the direction of Dr. Atilano Valencia, undertook field testing of the first five videotapes between February 15 and March 7, 1969.

Six geographical areas were selected to represent target populations for field testing: Santa Maria and San Diego, California; Tucson and Phoenix, Arizona, Lubbock and El Paso, Texas.

The 1969 field testing scheme and the statistical design provided much relevant and significant information for further development of the University of Arizona video programs.

Since it is conceivable that five video exposures might not provide sufficient proficiency in oral English to effect a change in attitude toward learning and applying English, further research involving a long treatment of exposure (e.g., the fifteen tapes) was suggested. For the complete text of the field testing refer to Exhibit 1-A.

Throughout the year some of the SWCEL ABE staff members expressed concern over some aspects of the video tapes in that there seemed to be a lack of Chicano input. This concern was further reinforced by some of

the questions that were asked by Mexican American educators who had previewed the series throughout during the course of the project year. The SWCEL ABE staff proposed a meeting of Mexican American educators on August 29-30, 1969 to review the tapes and offer suggestions.

On July 31, 1969 thirty Mexican American teachers from six southwestern states attended an EPDA Institute in Tucson, Arizona. These teachers requested that they be given the opportunity to view the EMPLEEN INGLES: USE ENGLISH series. Allegedly about half of the group walked out of the videotape screening because the teachers said they felt that the films were degrading to the Mexican American people, ineffectual as teaching tools and lacking in Mexican American development participation (Refer to Appendix 2_a).

The leaders of the "walk out" then sent a telegram and subsequently a letter to Mr. Armando Rodriguez, Chief of the Mexican American Affairs Unit in Washington, D. C., elaborating their criticisms of the total Regional Television project. At the request of Mr. Rodriguez, Mr. Gil Chavez, and Mr. Earl Ingram, from the ABE division of the Office of Education met in Tucson with the dissonant group. Dr. James Olivero, SWCEL Executive Director, Dr. Atilano Valencia, SWCEL Director of Related Laboratory Programs for Mexican Americans, and Mr. Felipe Gonzales, SWCEL Adult Basic Education Director met with the group in Tucson. The result of the Tucson meeting was Dr. Olivero's letter* to Mr. Gil Chavez in Washington responding to the thirteen demands made by the group. Refer to Appendix 3_a for the complete text of the letter.

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*Only Exhibits A and B mentioned in the text of Dr. Olivero's letter are included as part of this report.

A series of meetings was held between Laboratory personnel and the Tucson group. The conflict was finally resolved by the formation of a citizens advisory committee to oversee future production of the EMPLEEN INGLES: USE ENGLISH series being developed by KUAT-TV at the University of Arizona (Refer to Appendix 4a).

As mentioned earlier the Regional Television project underwent a series of changes as it entered Phase II. The project as originally conceived involved the cooperative efforts of the University of Arizona as well as the Arizona Department of Public Instruction, the University of Colorado and the California State Department of Education.

The Arizona State Department of Public Instruction was originally enlisted to provide consultant services as necessary throughout the first year of the project. This task was accomplished making their services for a second year unnecessary.

The University of Colorado was to undertake a feasibility study of the utilization of media in the basic adult education of the illiterate, non-English speaking adult and ultimately devise a dissemination or delivery system which could be applied to the program being produced by the University of Arizona. At the end of the project year the University of Colorado elected not to continue with the project beyond the first year.

The California State Department of Education was given the task of identifying priority needs of the non-English speaking adult population (Refer to Appendix 5a). In addition the California State Department of Education was to plan and conduct field tests of five of the Arizona tapes.

The tapes were not available in sufficient quantities and were subsequently dropped from the contract.

The focus of the second year subcontract with the California State Department of Education involved the development of an instrument to ascertain the level of English achievement among non-English speaking adults. This project was undertaken under the direction of Mr. Roy Steeves of the California State Department of Education in a contractual arrangement with San Francisco State College and the San Francisco Unified School District.

Unfortunately the most serious problem involved in the development of the test instrument was lack of sufficient funds to complete the project (Refer to Appendix 6_a). A proposal requesting additional funds (approximately $17,000) for completion of the ESL Test was submitted to the Laboratory by Mr. George T. Johnson, Supervisor of the Adult Education Division, of the San Francisco Unified School District (Refer to Appendix 7a). The Laboratory had been under the impression that the package was to have been completed during the year. For this reason additional funding had not been contemplated, making the possibility for additional monies doubtful at this time (Refer to Appendix 8_a).

STEERING COMMITTEE

On July 29-30, 1968, a SWCEL-sponsored conference on Adult Basic Education was held in Albuquerque, New Mexico (See Appendix 1_b).

One of the important byproducts of the conference was the naming of an ABE Steering Committee to assist SWCEL on questions concerning Adult Basic Education. The committee was composed of top educators from various agencies and institutions throughout the United States concerned with economic and educational conditions of Spanish-surnamed people. Included on the committee were: Patricia Cabrera of the School of Education, University of Southern California; Richard Gardner of the Texas Education Agency; Dr. Ralph Guzman of the Department of Government, California State College at Los Angeles; Tom Trujillo, Director of the Adult Education Division of the New Mexico Department of Education; Tom McCormick, Proteus Adult Training Center in Visalia, California; Alex P. Mercure, New Mexico Program Director for the Home Education Livelihood Program; and Dr. Horacio Ulibarri of the College of Education, University of New Mexico. The conference was fruitful in identifying high priority areas for the undereducated Spanish-speaking people in the United States. It brought to light areas in which SWCEL had been involved, and proposed greater emphasis and thrust into other phases of adult basic education needing special attention.

The Steering Committee held its first meeting on August 15, 1968 in Tucson, Arizona. Topics discussed by Committee members included the video tape field testing, the Proteus Project, Paper and Pencil ABE Approach, ABE Community Involvement and the Clearinghouse (See Appendix 2_b).

The next meeting of the Steering Committee was scheduled on Friday, December 6, 1968. But, because of conflicts in the schedules of the members, the meeting was postponed until February 5, 1969.

On February 5, 1969, the Steering Committee assembled in Albuquerque, New Mexico. Various individuals were introduced and reports on projects were given. Those giving reports were: Frank Barreca, University of Arizona, on the progress of the video tapes; Dr. Atilano Valencia, SWCEL, on the field testing of the video tapes; Lenin Juarez, SWCEL staff member, on the Laboratory's Clearinghouse which focuses its activities on the ABE program studies, materials, etc. for Mexican Americans; and Dr. Carmen Timiraos of the Proteus Project in Visalia, California, reported that Proteus was involved in teacher and teacher-aide training coupled with the development of homemade relevant materials (See Appendix 3_b).

After this meeting, SWCEL was unable to schedule any more meetings because of the pressing itineraries of the committee members. One suggestion which arose as a result of this was that the committee members set future meeting dates themselves which would not conflict with any of their schedules. This suggestion was accepted by the members.

The membership of the committee has been increased for the purpose of assuring that some members regardless of conflicting schedules, will meet at future dates. It should be pointed out that these committee members receive no compensation for their endeavors. Their time and efforts are voluntary.

STEERING COMMITTEE MEETING PROCEEDINGS
ABE PROJECT

August 15, 1968
Tucson, Arizona
Submitted by Dr. A. A. Valencia

Members Present: Pat Cabrera
Tom McCormick
Horacio Ulibarri
Richard Gartner
Alex Mercure
Felipe Gonzales
Jim Olivero
Al Valencia

Discussion of Video Tape Field Testing

1. Determine Behavioral Objectives

   a. Using only video tapes

   b. Using video tapes and supplementary materials

   c. Based on cognitive, affective, and psychomotor learning domains

2. Selection of Sampling Population

   a. Classification of Sampling Population

      Language and Ethnic Identity
      Rural (migrant and non-migrant)
      Urban

   b. Geographical Areas

      California: Tulare County (rural)
      San Diego (urban)
      Los Angeles (urban)

      Arizona: Tucson and Phoenix (urban and rural)

      New Mexico: Mora, Peñasco, Estancia, and Las Vegas (rural)

      Texas: Possibly Southwestern Texas

   c. Television Stations

      California: KMJ, KFRE, KMEX, and KCET-LA

      Arizona: KBOA, KUAT, KAET, and KTFR

New Mexico: KNME, KOB-TV, and KOP

Texas: El Paso TV Station or New Mexico State TV facilities

3. Testing

a. Pretesting of Sampling Population

Design testing instrument
Testing and analysis of data
Determine level of English facility

b. Post-Testing

Design Instrument
Testing and analysis of data
Ascertain gain and achievement under various treatment conditions

c. Determine frequency and length of treatment exposure

Proteus

The major purpose of the Proteus Project is to illustrate by demonstration what can be done to establish a team of individuals to help prepare teachers for the Spanish-surnamed adults. This team will move from place to place providing supporting assistance to areas that normally have programs underway but which lack necessary sophistication and expertise. Also, the Proteus will gather pertinent data which can be used to develop a prototype for teacher education and teacher aide education. This model could then be used by a number of other people just now beginning to be concerned about the problems that exist. Some of the elements of the model will include supplementary paper and pencil materials, micro-teaching criteria, positive statements for teacher aides and other relevant materials.

Suggested Conferences

1. A non-conference approach may be a more powerful vehicle to cover ABE aspects than a national conference.

2. A regional conference approach is possible through a telecast of presentations by ABE key speakers, followed by a telephone conference hook-up.

The Paper-Pencil ABE Approach

It is possible that twenty teachers in the field can readily develop materials in conjunction with ABE instruction for dissemination purposes.

Discussion of Washington ABE Needs

1. Gil Chavez is directing much of the ABE work in Washington.

2. The community colleges have undertaken some work in ABE, with special emphasis in the training of teachers for migrants.

3. Alex Mercure will investigate the Washington activities and submit a report at the next ABE Steering Committee meeting.

ABE Community Involvement

1. Discussion of the implications and potentialities of training school board members.

2. Potentiality of a Fact-Finding Board on Mexican-American needs and problems (via SWCEL).

3. Potentiality of using the Lab as a "prophet" to identify "hot spots" with reference to Mexican-American needs and problems.

4. Possibility of mailing low-key letters to state superintendents to arrange conferences to discuss potential "hot spots."

University of Texas

SWCEL involvement with a University of Texas project to survey the counseling and guidance movement in ABE, coupled with possible recommendations for dissemination.

Clearing House Planning

1. Installation of a computer line to connect SWCEL with a computer center (e.g., The University of New Mexico).

2. Establishment of a Panel to assess data.

3. Categorization of areas (e.g., curriculum and acculturation studies).

4. Establishment of a data bank to identify critical needs in ABE.

   a. Parameter of problems and specific needs.

   b. Survey of state departments and other agencies to identify ABE needs.

   c. Awareness of ABE projects completed and in operation to ascertain areas of investigation and results.

Meeting adjourned at 2:30 p.m.

Next scheduled meeting, October 3, 1968, at Albuquerque, New Mexico.

PAPER AND PENCIL MATERIALS

Paper and pencil materials to be coupled with the video tapes produced by the University of Arizona were developed by the West Texas Educational Center. They were developed for the literate and illiterate Spanish-speaking adults, and for classroom and home situations. Specifically, these materials incorporate variations of the pattern drills given in the video tapes.

A problem arose as to what kind of material could possibly be developed for a population which is illiterate in English, and in all probability illiterate in Spanish. Two possible approaches were considered. The first approach was that of a simple graphic response series in which Mrs. Mora at the end of each lesson would ask review questions to the home viewers. These responses could be recorded by the use of simple graphic frames such as a circle, square, rectangle or even different colored squares, etc. However, it was felt that such a review would make poor utilization of television time and thus this approach was dropped. The approach selected was that of reviewing key phrases in each language.

Each lesson was divided into small units separated by a row of stars to indicate the end of the lesson. The phrases to be learned were written in both English and Spanish so that the student would have a better understanding of what he is to study and practice. In addition it was anticipated that possibly a child in the home with third grade reading skills could help with the lessons.

Five lessons (Refer to Exhibit 1-C) and a Teacher's Guide (Refer to Exhibit 2-C) intended to augment and reinforce the television materials have been developed with anticipated development of thirty lessons to correspond with the University of Arizona video tape series. At the end of each lesson personalized messages from Mrs. Mora and some of the other television characters appear. These messages are intended to stimulate and reinforce the student's progress.

Because of the negative reaction to some of the characters by the militant Chicanos in Tucson some of the "Anglo" characters were replaced by sketches of attractive Mexican American mechanics, farmers, etc. One of the unique features of the paper and pencil materials is that it includes recording tapes which correspond to the lessons (Refer to Exhibits 3-C, 4-C and 5-C). These tapes are available so that a neighborhood center or sponsoring agency could make tape recorders available on a loan basis to families to review lessons. Many projects such as the Chandler Career Center in Chandler, Arizona and MAPAR in McMinnville, Oregon are currently lending out tape recorders for similar purposes.

Outlines are included to elaborate on the instructional elements and related components in the planning process of the Paper and Pencil Materials (Refer to Appendix 1_C)!

1. The paper and pencil materials were constructed to consider the following specific learning aspects: Dialogue for literate and illiterate Spanish-speaking people in two learning situations--the classroom and the home.
   a. The literate person will have a reading ability in Spanish corresponding to at least grade level one.
   b. A classroom situation may be defined as one incorporating a formal adult educational exposure in oral English involving an assemblage of learners with varying degrees of instructional assistance.
   c. The home learning condition is defined as an oral language exposure to adults in their respective homes apart from formal classroom instructional assistance.
2. Class-oriented situation:
   a. Variations of the pattern drills of the video tapes will be adapted to materials for the classroom.
   b. A gradual introduction of linguistic reading will be implemented.
   c. Dialogues adapted from the tapes will constitute early reading experiences.
   d. Practical applications of the language, e.g., oral ability in completing application forms, oral comprehension of weights and measures, counting money, telling time, reading traffic signs, oral communication in grocery shopping, oral communication in visiting with a child's teachers, etc., will be introduced with

the development of the tapes. Additional features may be included in the dialogues as needed in the local instructional program for the target population.

3. Home oriented situation:
   a. Materials will be linked to video tapes, but emphasis will be on a dialogue base.
   b. Materials will be developed to enable school children in the homes to assist the parents with the dialogues.
4. Learning responses must be based in terms of behavioral objectives given in the lessons.
5. Oral expression will be stressed in both the class and home learning situations.
6. The home instructional package will also include a format for utilizing volunteer instructors to assist in the home learning situations.
7. The home instructional package will also include audio tapes which a student may use for self tutorage.
8. Materials will be developed for all situations, class and home, literate and illiterate, for the first five video tapes.

DELIVERY SYSTEM

The traditional campaign methods of involving the target population via radio, newspaper, television educational programs using an outmoded instructional approach, have not been too successful in the past. The present enrollment in ABE classes by members of the target population is less than 3 percent.

It was conceived that a new dynamic approach to educational television was needed in order to arouse and maintain the interest of the under-educated adult learner. The Radio-Television Bureau of the University of Arizona conceptualized the development of a video tape series that would incorporate animation, choreography, singing, realistic situations, and humor coupled with the instructional features of the lessons which would make them as competitive as possible with commercial television, at the same time giving a "wealth of opportunity" to the undereducated and illiterate Spanish-speaking adult to learn basic English language skills that would help him in realistic need situations.

An integral part of the ETV (Education Television) Series is a Delivery System that envisioned the use of mass media to promote and disseminate the video tapes. This Delivery System, which has been formulated by the Pan American Institute for Social Science and Education Research in Austin, Texas, alerts the target population to the television programs and involves it in the viewing.

The fact that there is such a small percentage attending ABE classes indicates the importance of a Delivery System that will indeed reach a

large segment of the target population. This means not only getting an audience, but keeping them.

Large sums of monies have been spent in developing the ETV Series as well as Paper and Pencil Materials that will couple with the video lessons; therefore, the quality performance of the Delivery System for the total oral English package making a maximum impact on the target population is of critical importance.

A formal agreement was made between SWCEL and the Pan American Institute for Social Science and Educational Research on the 31st day of January, 1969.

The contract was originally written with the Southwest Texas Educational Television Council, Austin, Texas, but in order to eliminate an overhead charge by the University of Texas, the contract was rewritten with the Pan American Institute for Social Science and Educational Research in Austin, Texas. The Pan American Institute for Social Science and Educational Research is a non-profit organization that is managed by a group of University of Texas staff members that are managing the Southwest Texas Educational Television Council.

The main objective of the Delivery System is the promotion and dissemination of television programming designed to teach basic English to the illiterate and undereducated Spanish surname adult. This objective has been met by establishing procedures which will:

A. Secure maximum penetration to the Spanish-speaking television audience in the Southwest.

B. Make the target audience aware of the television programs.

C. Utilize and conduct follow-up activities in order to evaluate the effects of viewing to ascertain attention span of audience.

D. Secure participation by members of the target audience in the programs of Adult Education in their communities.

The development of the Delivery System required research and elaboration in several areas.

A survey of existing research data, census data and demographic data was conducted to determine or pinpoint the areas within the United States where there is the greatest need of English language instruction for the Spanish speaking. The Spanish-speaking population is divided into two groups, the one relatively stable and settled, and the other consisting of migrant workers and families who travel in accordance for demands for farm labor. Therefore, any attempt to reach the latter must be timed to coordinate with their migration schedules.

Having ascertained that no one type of census data constituted a satisfactory basis for comparing the various states with respect to the relative size of the Spanish-speaking population, five different sources within the 1960 census were used:

1. Spanish-surname population data;
2. Puerto Rican population distribution;
3. Foreign stock from Spanish-speaking countries;
4. "Welfare in Review," an annual statistical supplement of the Department of Health, Education and Welfare, Welfare Administration, showing the number of Cuban refugees who have registered in Florida upon arrival in the United States, and the number settled;

5. The Bureau of Employment Security, U. S. Department of Labor, for migrant population figures.

The practical application of the rank ordering of states with Spanish-speaking populations is to specify primary and secondary target areas. The city figures within the target states can serve as the basis for focusing the programming and promotional efforts.

The figures presented for states to which Mexican American migrant workers travel reveals the months and the areas where they are to be found in greatest numbers. These figures constitute a time table for programming in the effort to be of greatest benefit to this target group (Refer to Exhibit 1-D).

In developing a model list of organizations constituting potential channels of communication with target audience groups among Spanish-speaking Americans, primary consideration was given to established organizations which met the basic requirement of potential usefulness as promotional resources that might be utilized in almost any sizeable Mexican American community. Many of the organizations included in the model list are not strictly local in nature, but have affiliative ties with supra-local associations. The listing is not simply theoretical, but has been checked against research during a study of the Mexican American Social Structure in San Antonio by J. H. Lane, Ph.D. (1968); also by an earlier study done by Ozzie Simons, for his doctoral dissertation (1952), in which he described the group relations of Mexican Americans and Anglo Americans in South Texas. The model list includes 11 types of organizations: (1) Educational, (2) Business, Commercial and Labor, (3) Pro-Ethnic

Organization, (4) Religious, (5) Government Sponsored, (6) Veterans' Organizations, (7) Social Clubs, (8) Youth Organizations, (9) Recreational and Sports Organizations, (10) Civic Clubs, and (11) Private Charitable Service Organizations.

Several factors were kept in mind in considering the choice of organizations and groups for use as channels of communication with the potential program audience. First, there was the question of a basic difference in types of groups, e.g., voluntary and non-voluntary associations. Voluntary associations are supplementary forms of group activity in contrast to non-voluntary associations which a person must join if he wishes to earn a living or gain an education. Voluntary organizations are by and large characterized by segregation based on ethnic origin. This can be a fortunate factor from the point of view of promoting viewing of instructional programming in basic English, since the voluntary associations located within the Mexican American community will probably be composed largely of persons with a potential interest in the project.

A second factor of differentiation in regard to voluntary associations exists between "instrumental", a type which generally emphasizes projects for the benefit of persons other than group members, and "expressive", a type of group that has as its focus of interest the interrelationships of its members or their own development. Also there are a number of voluntary organizations which function in both ways, an instrumental-expressive combination. The differentiation between these two groups becomes important when seeking the support and cooperation

of organizations who are more likely to see television instructional programming in basic English for the benefit of the community, and who are more accustomed to handling and promoting projects for the community good.

A third factor had to do with the relationship of the audience desired for the instructional programs and the groups used for contacting them. It appears that persons who are members of voluntary organizations are likely to be bilingual. This means that contact with the target population through such organizations may become a two-step process. As the organization members become informed and involved with the instructional basic English programs, they in turn pass the word along to the more secluded and more isolated illiterate Spanish-speaking persons.

A fourth factor deals with the difference between sponsored and affiliated organizations, and autonomous associations. Sponsored associations are dependent upon another social institution (such as a local church or a government agency) for their continued existence. Affiliated associations are not sponsored but they are an integral component of some larger parent organization. Autonomous associations are independent of other relationships; they set their own policy and raise their own funds. The difference between these groups is important because of the implications involved in winning cooperation on a local level. If approval of the project for instruction in basic English is given by national or state organizations with which local groups have relationships, the process of gaining the support and approval by sponsored and affiliated local organizations is facilitated.

The final factor considered was that contacts should be established with groups who in the long run will provide a balanced campaign. This means a balanced representation of various age and sex groups; therefore, it is imperative to seek the support and assistance of organizations which will reach, inform, and motivate all segments of the desired target audience (Refer to Exhibit 2-D).

Research was also conducted on the types of persons to contact for purposes of establishing community liaison during the implementation of the television educational program series. It was found that three types of persons who can provide the local liaison necessary in a city which will lead to a wide dissemination of information regarding the programs as well as leading to their acceptance and support, are:

A. Persons who are in a position to influence a local television channel to carry the program series.

B. Individuals in position to publicize the series through a variety of media which reaches the Spanish-speaking population.

C. Persons in daily contact with Mexican Americans and their families, who are committed to support the program series, and whose advice is respected by Mexican American families.

In order to locate such influential persons, it was necessary to obtain the names of persons who filled the specified social roles. There are fourteen of these types of persons who are listed together with the information necessary to locate them (Refer to Exhibit 3-D).

In the development of guidelines and formats for use in local preparation of promotional and follow-up media materials the reasons for using the copy approach followed in developing the headlines and texts proposed are: (a) Spanish-speaking Americans are sensitive to interpersonal relations, and are people oriented; (b) Spanish-speaking Americans have a good sense of humor; (c) Besides an emphasis on enjoyment, the promise conveyed by the posters is to learn English; (d) The headlines are sayings which are the vernacular language of the people; (e) The text itself is short, positive in tone, and appeals to the strong sense of hospitality of Spanish-speaking Americans; and (f) There are suggestions to the effect that the title of the television program series should be changed to something more in the vernacular, such as "Ingles en Dos por Tres", also that the phrase suggesting persons will find the world at their feet should be carefully considered before being approved (Refer to Exhibits 3-D, 4-D, and 5-D).

The brochure "How To Do It" outlines the steps to take in arranging for the television series to be broadcast in a typical target city. These steps include: (a) Gaining community acceptance and group support; (b) Promoting an audience; (c) Stimulating audience loyalty and continued viewing; and (d) Doing research on the proportion of homes reached, and determining their general evaluation of the program.

The booklet "How To Do It" answers the following questions: (1) What is the program series about?; (2) What is the program series purpose?; (3) How does one get the series on the air?; (4) Which TV station should be approached first?; (5) How often should the programs be

scheduled for broadcast?; (6) Could commercial TV stations be asked to carry the series?; (7) Is it permissible for a local company or product to sponsor the basic instructional series on a commercial station?; (8) What is audience promotion, and why is it so important?; (9) How does one win community acceptance and group support? Or in practical terms, how does one put an audience promotion plan into operation?; (10) What about the local chapters of national organizations?; (11) How does one promote continued viewing?; (12) Can radio be used in another way to build audiences?; (13) On which station should the radio repeat of the sound tract be placed?; (14) What about commercial sponsorship of the radio repeats?; (15) Can one determine how many people are watching, and what viewers think of the programs?; (16) Can one interview by telephone, or must it be house to house, doing personal interviews?; and (17) What about the announcements included in the packet of materials, announcements about Adult Basic Education?

"The How To Do It" brochure outlines a time schedule beginning three months prior to broadcasting the program series through the second week following the broadcast date. It also includes information about Spanish language promotional spots, and a packet of supplementary materials (Refer to Exhibit 8-D).

Recommendations

It is the opinion of the ABE staff that the following recommendations would improve the quality of the Delivery System developed by the Pan American Institute of Social Science and Educational Research.

1. Use of radio for advertising the television instructional program series in basic English. This includes building Spanish language programming around specific radio personalities, D.J's, and entertainers who could predispose the listening public favorably towards tune-in.
2. Use of the TV sound track on radio in areas where there is little or no television for teaching basic English.
3. Use of "Chicano" TV personalities to make the target audience aware of the television series when it is televised in their city as well as use their influence to put the program on their respective stations.
4. Playing of audio sound track of each lesson at other times during the day on cooperating radio stations, in attempt to reinforce the television program by permitting a student to review the lesson for a second, or even a third time.
5. Inclusion of the Pan American Reports for process and dissemination in the SWCEL Adult Education Clearinghouse.

SWCEL CLEARINGHOUSE

There are various agencies, institutions and community action projects throughout the United States that are involved with the educational needs and problems of the undereducated and illiterate Spanish-speaking adult. These agencies, institutions, etc., are in dire need of relevant information regarding other effective programs in progress which may or may not relate to their activities. Thus, the need for such information is twofold. First, to avoid and eliminate duplication of effort and "reinvention of the wheel." And second, to utilize the efforts already conducted by others.

In the Fall of 1968, the Southwestern Cooperative Educational Laboratory undertook the task of establishing a Clearinghouse on Adult Basic Education. During the planning process, Lenin Juarez of the SWCEL staff visited the ERIC Center in Las Cruces where he received many helpful suggestions. The SWCEL staff decided to use the ERIC format so that when the ABE project is phased out, the ABE Clearinghouse Program can then be turned over to the ERIC Center in Las Cruces, New Mexico.

In January of 1969, the Southwestern Cooperative Educational Laboratory established a Clearinghouse on Adult Basic Education. The Clearinghouse incorporated a data processing storage retrieval system which has the capabilities for readily supplying a multiplicty of decoded and readable data to agencies and individuals requesting information relative to ABE. Lenin Juarez of the SWCEL staff was primarily responsible for directing the successful development of the Clearinghouse.

The SWCEL Clearinghouse has actively collected the following Mexican American ABE related sources of information into an ERIC-type facility: books, curriculum guides, community action project reports, films, filmstrips, catalogs, pamphlets, proposals (accepted as well as rejected), newsletters, bibliographies, newspaper and magazine articles, conference proceedings, findings and results of special ABE projects, articles from Educational Journals, etc.

The Clearinghouse does not furnish actual copies of most books, films, etc. However, it does provide copies of available SWCEL publications as well as computer printouts containing information on sources, availability, cost, abstracts of documents, and other data necessary for obtaining specific materials. (Refer to Exhibit 1-E)

The physical description on how the SWCEL Clearinghouse works is found in the brochure, "SWCEL Clearinghouse on Mexican American Adult Basic Education." (See Appendix 1_e)

As of the end of August, 1969, 372 requests had been received by the SWCEL Clearinghouse -- all of these requests have been answered, with the exception of 11 which were processed and answered during the month of September, 1969. (See Appendix 2_e)

The initial effort was to get documents to put into the Computer Retrieval System; the effort now is to get these findings widely distributed. At present, the thrust is to continue to add the 100 abstracts per month as well as distribute the information where it can be used.

The volume of work in the Clearinghouse has increased substantially the past year. The need for an individual to coordinate this activity

has now evolved to include several persons to work on programming, key-punching, acquisitions, dissemination and secretarial services.

Adequate attention and personnel have been assigned to the dissemination center for the purpose of maintaining a continuum of its highly successful and necessary services.

APPENDIX 1e

SWCEL CLEARINGHOUSE on Mexican American Adult Basic Education

southwestern
cooperative
educational
laboratory

117 richmond drive ne
albuquerque, new mexico 87106
area code 505 265-9561

APPENDIX 2_e

CLEARINGHOUSE ON ADULT BASIC EDUCATION

FOR

MEXICAN AMERICANS

January 8, 1969---------August 31, 1969

Total number of requests received	372
Total number of requests answered	361
Total number of requests to be answered	11

STATE	TOTAL
Alabama	1
Arizona	20
California	98
Colorado	56
Connecticut	1
Flordia	4
Georgia	2
Illinois	16
Indiana	7
Iowa	2
Louisiana	2
Maryland	5
Michigan	8
Minnesota	2
Missouri	3
Nebraska	1
New Hampshire	3
New Jersey	1
New Mexico	53
New York	9
North Carolina	3
Ohio	7
Pennsylvania	1
Texas	44
Utah	1
Virginia	2
Washington	8
Washington, D. C.	11
Wisconsin	1
Total:	372

PROTEUS PROJECT

Adult Basic Education has traditionally taken a "back seat" role in American Education. This is evidenced by the fact that Adult Education programs are reaching only a small segment (i.e. 3% in the Southwest) of the population eligible for basic education instruction.

One of the major weaknesses of ABE programs is lack of adequately prepared teaching personnel, not to be confused with adequately trained teaching personnel.

For example, many certified elementary and secondary teachers teach ABE classes in the evening to supplement their income. When the transfer is made from child student to adult student, how many transfers are made in methodology? How much does the part time ABE teacher know about the psychology of the adult learner? What are his understandings of the adults from the culture of poverty? What kinds of language barriers does the adult student bring to the classroom? How do these barriers affect his behavior in terms of his own self image. These are but a few of the problems facing the ABE system today, especially in programs for the Mexican American adult.

In response to this obvious need, the SWCEL enlisted the help of the Proteus Project in Visalia, California, to conduct an experimental research demonstration project to determine what type of preparation teachers and teacher aides should receive prior to and during their instruction of Mexican American adults attending English and basic education classes.

The methodology employed for the development of the teacher-teacher aid materials was essentially that of conducting workshops and in-service training.

These sessions were conducted by Proteus training teams and management support units. Three workshops were conducted by the Proteus staff for teachers and teacher aides of Mexican American adults. In cooperation with Fresno State College, the participants were able to earn one unit of college credit per session. The workshops were conducted by the Proteus staff under the supervision of Mr. G. T. (Tom) McCormick, Project Director and Dr. Carmen Timiraos, Team Leader. The Cycle I workshop was held December 6 and 7, 1968 (Refer to Appendix 1_f), Cycle II was held February 28 and March 1, 1969 (Refer to Appendix 2_f), and Cycle III was held May 16 and 17, 1969 (Refer to Appendix 3_f).

A two volume model entitled Preservice and In-Service Training Models for TESOL/ABE Teachers and Teacher Aides is a developmental product of the Proteus Project. Volume I is primarily concerned with preservice orientation (Refer to Exhibit 1-F); Volume II is a model for an in-service program (Refer to Exhibit 2-F). Included in both volumes are objectives and narrations on teacher motivation, psychology of the adult learner, difficulties in learning a foreign language, instruction on TESOL techniques and methodology with variations, and the role of the teacher aide. The use of audio-visual aides, instruction on developing and writing educational objectives, classroom management, evaluation, and community awareness are also included.

A 32-minute videotape in two parts was developed by Proteus to demonstrate TESOL techniques in the classroom (Refer to Exhibit 3-F). The tape to be used in conjunction with the two volume model includes demonstrations in pattern drills, vocabulary development and dialogue. Dr. Carmen Timiraos gives a brief introduction and Mrs. Antonia Mendoza, assistant teacher, is the model used to demonstrate principles of ESL.

In order to be used effectively as a package, the SWCEL ABE staff has recommended that the materials produced by Proteus be incorporated into a self-contained portable teacher-teacher aide package which could be presented in the field.

Items to be included in the package would be the training model outline, audio-visual aides, and methods or techniques of teaching teachers. The audio-visual aides could include overhead transparencies, slide presentations, and audio and video tapes.

In addition, the video tapes produced by Proteus need to be revised with a more concise explanation of what is being demonstrated before being included in the package.

During the 1969-70 project year the SWCEL ABE staff will develop the Proteus Project materials into a package ready for dissemination in early spring.

MOBILE VAN PROJECT

The Mobile Van Project, under the supervision and coordination of Mr. Ed Tangman of the Educational Service Center (Title III ESA), was designed to research the feasibility and use of a mobile instructional van in rural areas. It was to "provide entry level employment skill opportunities for Spanish-surnamed adults in Mountainair, Willard and Estancia, New Mexico." The Southwestern Cooperative Educational Laboratory, whose primary role in the project was that of a funding agency, supported the development and implementation of Adult Basic Instruction and Vocational Education via the mobile van.

Torrance County, New Mexico was once a fairly prosperous agricultural center whose major product was pinto beans. Local employment was rather abundant because of this agricultural activity. Today, because of crop failures in recent years, Torrance County has become an economically depressed area in terms of unemployment, undereducated population, delinquency, etc. The Spanish-speaking population of the area has been most effected by this economic depression.

The problem is magnified by the schools, who are committed to provide their students with the same broad educational opportunities as their urban counterparts, but are unable to support the same range of course offering. The educational needs of people who live in sparsely populated areas have become more complex as technology grows more sophisticated in technical vocations and industrial arts. A victim of such a condition is the Spanish-surnamed adult who learns that his lack of formal education prohibits his entrance into these areas.

The mobile classroom offered a solution or partial solution to the problems of sparsely populated areas, insufficient financial resources and the increasing complexity of educational needs in the technical areas.

The self-contained mobile classroom was designed to offer the following advantages in the rural situation:

1. Initial cost was equal to or less than the fixed location type of facility.
2. The mobile unit did serve three communities and thus provided further savings.
3. Highly efficient use was to be made of the time of qualified instructors, since one instructor might serve two or three districts.
4. Since the mobile classroom was a single purpose, but multi-district facility, expensive equipment was not to sit idle.
5. The mobile classroom was remodeled at far less expense than any fixed location facility.
6. The mobile classroom was to be located where there was the need for it and so that it could be there for the exact length of time it was needed.

The students were provided the following ABE course content:

1. Basic skills relating to the use of VOM's, signal generators, scopes, and other materials and tools.
2. Terminology and basic concepts of the field of electricity-electronics.

3. Instruction and practice in improving the individual student's skills in reading, writing, and arithmetic as related to electricity and electronics.
4. Vocational guidance and counseling where appropriate.
5. Preparation for the test of General Educational Development (GED) to obtain a high school equivalency diploma.
6. Assistance in seeking and obtaining employment in the general field of electricity-electronics.

A number of variables were to be tested in the project.

1. Two of the classes (there was a total of three classes, with twelve students in each class) were taught basic electricity, and basic electronics.
2. A third class was to be taught in Estancia, the basic objective being to identify and train Spanish Americans to provide paraprofessional assistance as teacher aides to certified ABE teachers. These aides were also supposed to be trained to work in the Child Development Centers sponsored by the Community Action Program (CAP).
3. In addition, a different approach to instruction was to be attempted in the two classes in which the basic subjects were taught. One of the classes was to be taught in Spanish and the second in English. The purpose of varying the language was to determine if the instruction was more effective in the native language of the student than in English.

Thus, the objectives of the project were:

1. That more than one educational agency can cooperate to provide joint sponsorship and accept joint responsibility for a single program.

2. That rural school districts can pool their resources to attack common educational problems.
3. That mobile programs, vocational in nature, are both practical and economical.
4. That a highly qualified itinerant teacher traveling with a mobile unit offers the most logical approach to the teacher shortage in the rural community. Furthermore, this teacher can be more effective if competent auxiliary support services are available.
5. That programs which provide entry level employment skills offer the most valid and logical approach to Adult Basic Education.
6. That important subsidiary resources can be brought into the total operational picture:
   a. Video tapes designed to teach English to Spanish speaking adults, currently being developed by SWCEL and the University of Arizona, although somewhat unrelated to the intent of this proposal, can be tested with the target population.
   b. Public Health Service officials, at the present time volunteer interns from the University of New Mexico School of Medicine, can be used to check the physical fitness of the prospective adult students. This examination is premised on the fact that a student can learn well only if he is physically fit.

With the rationale, objectives, and background of the Mobile Van in mind, it is now appropriate to turn to some of the difficulties and problems encountered during the project. The problems associated with the project are as follows:

1. personnel
2. primary objectives
3. multi-agency involvement
4. attendance
5. choice of subject matter

Personnel -- Mr. Ed Tangman, supervisor and coordinator of the project, departed in late November to accept a position in Washington, D.C. Mrs. Jeanne Smith of the Educational Service Center was appointed his responsibilities. After Mr. Tangman's departure, no one from ESC seemed to direct the program and on-site visitations to the project by ESC personnel ceased. SWCEL personnel, concerned with the lack of direction, visited the sites and found very few students in attendance and an obvious lack of communication among the agencies involved.

There was some resentment expressed by the instructors about not being paid as originally agreed and that supplies were not delivered as promised. It was also questionable whether the instructors were sensitive to the adult students. One instructor's background consisted of teaching junior high vocational education. He said he understood the research projects, but his approach in the mobile classroom was strictly service-oriented. This was illustrated by his failure to adhere to the research design, i.e. teaching classes in Spanish.

Primary Objectives -- The primary objective was to "provide research" input as to the feasibility of such a program. The research design was based on pre and post-testing, periodic reports and the Spanish-speaking

approach versus the English speaking approach -- none of which were adhered to. The pre and post-tests were given but misplaced and only part of them showed up making this portion of the research invalid. Reports were not submitted on schedule. The instructor who was to teach the classes in Spanish gave the students the option of using English or Spanish. The students chose English, therefore losing this variable. The instructor was briefed on the importance of adhering to the research design, but although he stated several times he understood research, he practiced service.

Multi-Agency Involvement -- The anticipated coordination between the agencies never evolved. No one from either agency, after Mr. Tangman left, took direct responsibility. Although Mrs. Smith was assigned this task, she never once visited the sites. All communication was via telephone and one of the instructors did not have a phone.

Attendance -- The retention of the student was very poor. Class size dropped considerably in Willard and had to be discontinued. Absenteeism and tardiness was such that the instructors complained they had to use half of their class time to review previous lessons. Other problems were due to lack of transportation and lack of follow-up on contact with students outside of class.

Choice of Subject-Matter -- The choice of electronics and electricity as the course content and the basis for its justification being the "industrial need for job-entry level skills in these areas" is questionable. No evidence was submitted to substantiate the selection of said course content. Since these areas were rural, it would seem that some other

practical course content could have been selected. The irrelevancy of the material to the needs of the students may have been a factor in the high dropout rate.

Conclusion

The lack of coordination of this project caused some failure in its goals as outlined previously:

1. That more than one educational agency can cooperate to provide joint sponsorship and accept joint responsibility for a single program--this was demonstrated but due to lack of communication the expertise and resources were not used properly.

2. That rural school districts can pool their resources to attack common educational problems was not demonstrated due to the lack of the school districts involvement in the project.

3. That mobile programs, vocational in nature, are both practical and economical. This is difficult to measure because of the lack of financial statements and comparisons.

4. That a highly qualified intinerant teacher traveling with a mobile unit offers the most logical approach to the teacher shortage in the rural community. Furthermore, this teacher can be effective if competent auxiliary support services are available. The selection and orientation of the teacher is very critical. This project also points out that a director must insure that auxiliary support for the classroom teacher be there when he needs it.

5. That programs which provide entry level employment skills offer the most valid and logical approach to Adult Basic Education. The employment skill must be one that is obviously needed in the area. Also the target populations' interest must be considered.

6. That important subsidiary resources can be brought into the operational picture:

a. Video tapes designed to teach English to Spanish-speaking adults which were to be tested by the target population. The films were incomplete and, therefore, not available for testing.

b. Public Health Service officials, at the present time volunteer interns from the University of New Mexico School of Medicine, could be used to check the physical fitness of the students. The Torrance County CAP Director felt that the students would not understand the purpose of medical examinations and, therefore, it was not done.

Recommendations

The use of a mobile instructional unit in rural areas is an excellent means of providing practical educational courses for the undereducated.

The target population should be contacted to get their initial reaction and acceptance and this can be done through Community Action Associations, or other established community groups. Their input on their needs and what they want to learn should be heavily weighed before any curriculum is

developed. The background, needs and desires of the target group must be considered. Acceptance of the program will be greater if the potential target population is involved in the initial planning stages.

The responsibility of implementation and direction must be designated to one agency or individual and this should be agreed upon by all agencies involved. Such responsibility for coordination and direction should be spelled out. One of the major responsibilities lacking in this project was close contact between the director, the instructors and the students. Periodic meetings between the director, agencies and instructors should also be held to insure adherence to the research design.

Written agreements between agencies and instructors should be written clarifying commitments and compensations. This would avoid misunderstandings and pinpoint responsibilities.

Contact with the student should not be limited just to the classroom. Criteria for recruitment should be consistent to insure that the target population desired for research purposes is recruited. A strong follow-up and home visitation plan must also be implemented to keep the student in class.

The concept of utilizing a mobile van classroom to develop and implement Adult Basic instruction and vocational education in rural areas is excellent. Furthermore, it has the potential of becoming one of the most viable and practical methods of bringing instructional programs to the undereducated in said rural areas.

UNIVERSITY OF ARIZONA

Research Project

In spite of the great gains made in teacher preparation for ABE, the effort is still badly fragmented. Much attention has been given to the development of summer ABE Institutes for the ABE teacher. While this is certainly necessary, one essential element is still lacking. These training sessions have not been developed into a cohesive unit. Therefore, the College of Education, University of Arizona was enlisted by the Southwestern Cooperative Educational Laboratory to develop a complete model that would incorporate a total ABE teacher preparation unit beginning at the college level developing course descriptions and syllabai and ranging to utilization of University personnel in working with schools or others wishing to establish ABE classes.

One of the first tasks undertaken was a thorough review of existing adult education programs in the State of Arizona for the purpose of determining the status and future needs of such programs.

Having accessed the Arizona programs, attention was shifted to reviewing out-of-state ABE projects and training programs for models, relevant to the needs of the Spanish-speaking population of the Southwest.

A review of textbooks and associated instructional materials in the field of adult basic education was also to be undertaken with a paragraph description of each.

An inventory of University of Arizona ABE library holdings and a proposal for a specialization in adult education was also completed.

The Research Project was undertaken to prepare a model that could be duplicated by other colleges and universities in the development of specialized college programs to prepare ABE teachers and efficiently utilize university faculties as resource persons in the area of adult education. The final report on the findings is included as Exhibit 1-H.

ERIC Clearinghouse
NOV 14 1970
on Adult Education